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THE ALBERTA JOURNAL OF EDUCATIONAL RESEARCH

Volume XIV, Number 1, March, 1968

Published by
THE UNIVERSITY OF ALBERTA PRESS
Edmonton

THE ALBERTA JOURNAL OF EDUCATIONAL RESEARCH

A quarterly journal devoted to the dissemination, criticism, interpretation and encouragement of all forms of systematic enquiry into education and fields related to or associated with education.

Published quarterly in March, June, September and December

by the

Faculty Committee on Educational Research

in co-operation with the

Alberta Advisory Committee on Educational Research

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Subscription rates are: $5.00 for one year, $13.50 for three years, and $3.00 per year for full time students. Cheques and money orders should be made payable to the *Alberta Journal of Educational Research* and addressed to the Editor, Alberta Journal of Educational Research, Division of Educational Research Services, The University of Alberta, Edmonton, Canada.

This Publication is listed in the Canadian Education Index.

Authorized as second class mail by the Post Office Department, Ottawa, and for payment of postage in cash.

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A SPECIAL ISSUE
THE USE OF COMPUTERS IN EDUCATION

A special issue on The Use of Computers in Education is being planned for 1969. Several manuscripts are in hand but scholars interested in this area are invited to submit manuscripts or give notice of intention to do so.

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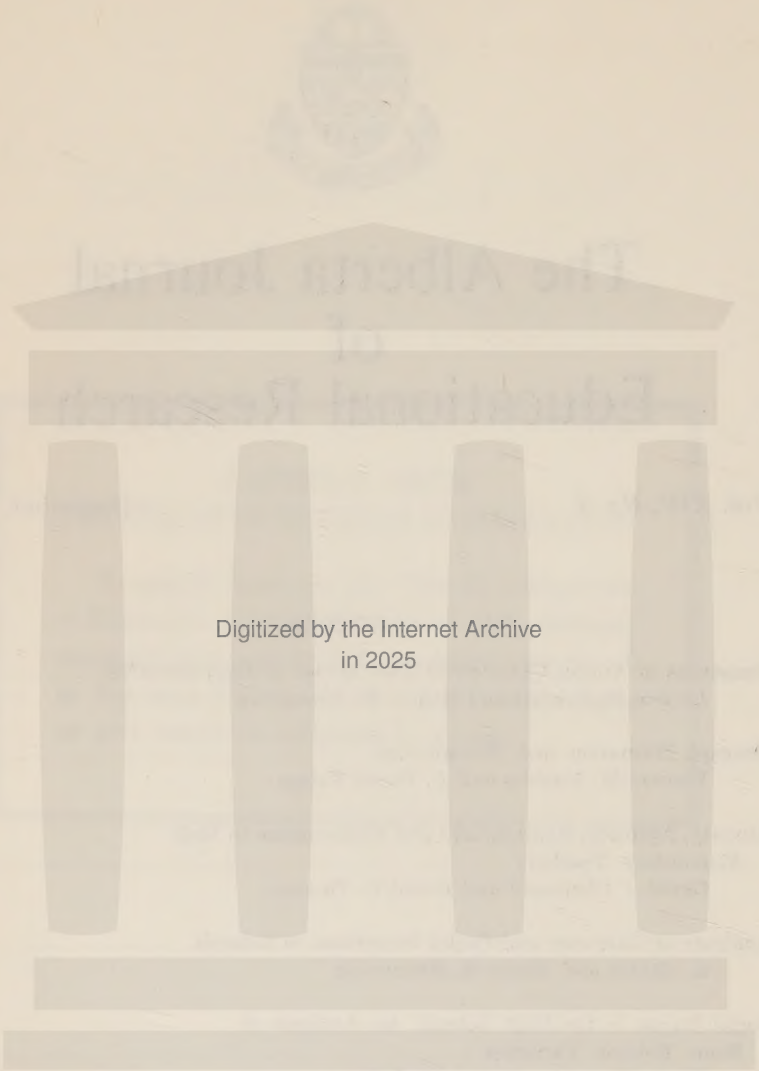

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Editorial Comment

This issue of the *Alberta Journal of Educational Research* takes us into the fourteenth year of publication. Readers of long-standing will be aware that the basic concerns of researchers and consumers of research have not changed radically over the years. Writers still concern themselves with the philosophical implications of the choices facing our public schools as technological developments have impact on our society. They are concerned with the validity of our measurement of important attributes and with the soundness of our theoretical assumptions. They report evidence painstakingly gathered to cast light on problems old and new, and they remind us that occasionally we must withdraw from the battle lines to reassess our direction and our methods.

Anderson pleads with educators to begin immediately to study the educational choices made necessary by recent changes in technology and industry. He states that if educators abdicate the responsibility of decision-making they deny themselves the privilege of guiding the choices along philosophically acceptable paths.

In his article, MacKay illustrates the increased efficiency which can result if the scientific approach used in research is applied to the management of that research! Through systematic identification and analysis of the tasks that are critical to the progress of the research, time and money can be invested to greatest advantage.

Sawada concerns himself with the development of a method for assessing "conservation of length" that will result in a relatively pure measure, one virtually independent of verbal abilities. His procedures and reasoning are carefully described so that the reader may judge the applicability of his procedures to other situations. If the investigator considers verbal involvement to be an integral part of a measure of conservation, he will, of course, want a measure that reflects that interrelationship.

Three articles report and analyze data collected in surveys. Rattan and MacArthur present a segment of a longitudinal project that has been reported periodically in the *Alberta Journal of Educational Research.* Their focus is the utility of various culture-oriented and culture-reduced measures of intelligence and achievement in longitudinal prediction for Indian, Eskimo and Metis children. Anant has gathered evidence about the value of two aptitude tests in predicting high school achievement in English and Mathematics. He compares the Differential Aptitude Tests and the Primary Mental Abilities on their predictive validity and efficiency. The relationships between some personality measures and academic achievement are explored in Linton's article. The study he

reports was done with a population of junior high school students from Western Canada.

Greenfield offers a synthesis of leadership research that is not otherwise available. He states the case for a broader conceptualization of leadership which in turn implies a greater concern for theory and for the adequacy of research design. Readers, other than those involved in leadership research, should find that many of the generalizations made by Greenfield also apply to other fields of research.

The statement about preparation of manuscripts, which appears on the inside back cover, indicates a change in editorial policy. The official manual of style has been changed from the *MLA Style Sheet* to the *Publication Manual of the American Psychological Association,* 1967 Revision. The one exception to APA style is that the *Oxford English Dictionary* will continue to be the guide for spelling.

P.A.L.